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ABSTRACT

The University of South Dakota, which has the only doctoral level program in the state for the field of education, has mentored more than 150 Taiwanese students in its Division of Educational Administration. The participation of these students has created a global experiment for higher education and a learning context in which Eastern and Western cultures can be exchanged in sensitive and meaningful ways. This paper focuses on the development of the learning context through the use of mentoring principles in teaching at the doctoral level. The history of the United States-Taiwan linkage is traced, and the personal experiences of a senior faculty member and a doctoral student are described. The focus is on the primary importance of mentoring and the mutual adult sharing of culture in a quality, engaged, adult learning community. (Contains 12 references.) (SLD)

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Crouching Tiger in a Corn Field

Doctoral Mentoring for East-West Cultural Understanding

A Paper for Discussion

at the 2002 International Forum of the

Association for the Study of Higher Education 2002 Conference in Sacramento

by

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A Corn Field for Nurturing a Hidden Dragon:

Doctoral Mentoring for East-West Cultural Understanding

Introduction of the Writers in the First Person and the Focus of This Paper

We are Larry and Jack. Yes, we live in a corn field in the Midwest. Most of the year our campus is a very beautiful green and rolling part of South Dakota, bordering on the corners of Iowa and Nebraska. Larry is a professor and Jack is a doctoral student. The rolling corn fields of the Midwest is the location of the University of South Dakota (USD). For the field of education, USD has the only doctoral level program in the state. The institution has a blend of American students from the corn fields of the Midwest.

Now, you might ask, we hope, "What is a crouching tiger doing in this corn field?" It all began in the mid 90s. The "crouching tiger," several courageous Taiwanese doctoral students, came to the University where there are many students and faculty closely tied to the fields of the Midwest. By 2002, over 150 Taiwanese doctoral students have been mentored through the Division of Educational Administration, primarily in the Adult and Higher Education Program.

The movie *Crouching Tiger—Hidden Dragon* (2000), with its emphasis on finding balance between the extremes of life, made a strong impact on some faculty and students in higher education at USD. This paper is to suggest some of the yin and yang that have been part of building a quality learning context in South Dakota. At USD a major "global experiment" for higher education in South Dakota has created a learning context in which both the Eastern and Western cultures can be sensitively and meaningfully exchanged. While some parts of the US Midwest have had long traditions

of serving cohorts of Asian students, this concept was new to The University of South Dakota in the nineties.

This paper focuses primarily on the development of learning context through the use of mentoring principles in teaching at the doctoral level in higher education. The brief history of the USD/Taiwan linkage is described, and the personal experiences of a senior faculty member and a doctoral student are presented. The focus of the paper is on the primary importance of mentoring and mutual adult sharing of culture in a quality, engaged, adult learning community.

Faculty Must Mentor, Share, and Engage–Or Be Replaced by Technology

The writers of this paper believe strongly that university faculty, particularly at the graduate levels, need to engage the student in quality interactive, media supported, and experiential learning, or face being replaced by distance learning options with sometimes less ambitious learning goals. The writers believe that the future of distance learning and instructional technologies is bright and hopeful, but the need for interpersonal sharing and extending the classroom into the academic and social lives of the students and faculty has an equally strong and exciting future in a global society.

Adults frequently have the autonomy and experience to seek the most meaningful learning experiences, rather than just accepting whatever the educational institutions offer in regular curricula. The adult and higher education curriculum at The University of South Dakota (USD) is rich in theory and research on adult learning and higher education practice as part of the standard curriculum.

But, what the faculty and student adults from USD and Taiwan have sought to learn about each other in the development of an East/West cohort and mentoring program has gone far beyond the formal curriculum. What faculty and students have learned outside the curriculum into social contexts and relationships has focused on a more intense social, political, and philosophical agenda. Some of the questions explored include the following:

1. How do people across East and West cultures find meaning and purpose for their lives?
2. What relationships with peers, children, or parents enrich experience?
3. How are aging, depression, stress, or adversity accommodated?
4. How do people treat their mother and their dog?
5. How are people across cultures more than they seem?
6. How do friendships get made and sustained?
7. Are technology and globalism really of use to everyone or just a few?
8. Can the world find peace and distribution of opportunities across traditional cultural boundaries?
9. Can marriage be based on sustained love relationships?
10. How do people manage their finances to sustain their adult years?

These are some of the questions in South Dakota that have cried out for a learning community in which students and faculty mentor to develop an "engaged adult learning environment." This paper will chronicle how an East/West cohort connection in South Dakota has enriched the lives of both the faculty and student writers of this paper. The paper has a brief history of the establishment of the East/West cohort concept, the

struggle to engage governments to understand the learning approach, and the importance of perseverance, trust, and integrity in sustaining the program over the last ten years.

A Brief History--Mono to Multi Cultural Learning Context at USD

The President of the University of South Dakota (USD) was Betty Turner Asher when the Taiwanese linkage was initiated in 1991. She was very interested in seeing that the institution was growing as a part of the emerging global community. She hired some new deans in the early 90s and asked them to explore "internationalizing" programs. Larry Bright, the cowriter of this paper, was hired as Dean of the School of Education in 1990.

Bright had experience in leading study tours in Asia and Eastern Europe. He was enthusiastic to establish cohorts of graduate students from other parts of the world. Bright responded to President Asher with interests in building initial linkages with doctoral students in Taiwan and Brazil, as well as with other non-Eurocentric populations in the United States.

The regional community of the Midwest in which USD is a part has had a long history of Eurocentric mono-culturalism. As the 90s unfolded, the prospect of building a superior quality learning and living environment for doctoral students from both the US and other cultures primarily caught the enthusiasm of international students from Taiwan. These enterprising students, usually from urban centers in Taiwan, at first seemed to wonder at the "village" aspect of USD in Vermillion. With about 10,000 people in a small friendly town, the "pioneer" first Taiwanese students began in 1994 to explore the climate for learning at USD.

Eastern Dialogue in Higher Education Curriculum Development

While the Asian students have been interested in several education degree programs at USD, the largest group has been in the Higher Education Teaching and Administration Program. With the leadership of higher education students and faculty members such as Karen Card, Devon Jensen, Larry Bright and Division Chair Mark Baron and Past Chair Phil Vik, over the past decade emphasis in this program has been to build with the across cultural students.

At USD the higher education program is in the Division of Educational Administration. Educational Administration faculty, including Floyd Boschee, Jay Heath, Greg Boris, and Wayne Evans have contributed to the development of the Taiwanese connection. Other divisions of the USD School of Education also participated actively in serving Taiwanese students, particularly the Divisions of Technology for Training and Development, Curriculum and Instruction, and Health, Physical Education, and Recreation. Jeri Engelking, Royce Engstrom, Michael Hoadley, Gale Wiedow, Don Monroe, Linda Reetz, Don Dahlin, and James Abbott are some of the many people who have supported program delivery in recent years in their campus administrative roles.

Organizational climate and culture content in higher education program courses at USD have been important knowledge basis for developing the mentoring and organizational culture aspects of the "Taiwan Connection Cohort." During the early 90s over ninety new faculty came to be part of the rapidly expanding USD School of Education and there was a stimulating environment for redefining and developing programs. At USD the Adult and Higher Education Program is the largest doctoral

program with over 400 student at various stages of program development. About 80 of these students are from Taiwan.

To keep the higher education courses changing and responsive to emerging issues, new and revised content has focused on issues such as trends in financing universities, technology applications in teaching, the impact of globalism, emerging political and social issues of the global economy, leadership development experiences, and internships. The faculty in higher education see the benefits of the curriculum development dialogue for the US students as much as for the Taiwanese.

Particularly for USD students from primarily mono-cultural South Dakota, Iowa, and Nebraska, the curriculum development initiatives of the past several years with Taiwan colleagues has been mind and vision expanding. For the Taiwan representatives, the program development has provided real and live insights into the issues of higher education curriculum change as the campus deliberately sought to be part of distant worlds that are being forged into a global village.

> "If a man takes no thought about what is distant, he will find sorrow near at hand."
>
> **Confucius, The Confucian Analects**

Building an East/West Learning Community

The USD higher education curriculum development activities of Card, Jensen, and Bright has come with a drive for the further development of learning environment, organizational climate, and colleague personal relationships that are a part of the focus of this paper. Mentoring, simulated problem solving activities, extensive uses of interactive

technology and multi-media, frequent practitioner guest speakers, WebCT and distance learning support, and broad use of video to "show" beyond just tell are a part of the methods of the changing program.

Among the most rewarding aspects of the cultural exchange in the program have been through the outcomes of a faculty and student association led by Taiwanese students. This USD Taiwanese Student Association has been instrumental in curriculum and climate building and has earned awards for excellence from the South Dakota Board of Regents. A co-writer of this paper, Jack Fei Yang served as president of this association during 2001. The past presidents of this group, in addition to Yang, included Joseph Ching-Long Su, Daniel Yen-Hui Chang, and Larse Chih-Hung Cheng. The TSA president in 2002 has been Ophelia Lih-Jian Hsu, and Professor Yuhlong Lio has been the faculty advisor. This group has been continually active in developing the unique, stimulating, and personal climate.

> To be able to practice five things everywhere under heaven constitutes perfect virtue...[They are] gravity, generosity of soul, sincerity, earnestness, and kindness.
>
> **Confucius, The Confucian Analects**

The USD Taiwanese Student Association as a Forum for Change

The USD Taiwanese Student Association (TSA) is an official organization that has consisted of all Taiwanese students on the USD campus. It has been supported by both the Taiwanese government and USD. During the past year, the task for TSA was not

only service to Taiwanese students but also to promote Asian culture and volunteer service for the community.

Social Agenda of TSA

Each year, TSA has provided volunteers to assist who have come from different states and nations. TSA volunteer instructors share all kinds of Chinese culture and activities to build communication and understanding. In 2001, a USD gifted high school student group, led by Dr. Bruce Milne, was supported by TSA planning to take a U.S. student group for a ten-day tour in Taiwan It was a unique learning opportunity for both U.S. and Taiwanese student.

Each year TSA has hosted many culture exchange activities, such as a Chinese New Year party, and a Moon Festival. Considering different cultures in the South Dakota corn field, these social events provide opportunities for citizens of the small Vermillion community to be part of a dynamic learning community. People really do get to know each other and to have the opportunity to talk about even the delicate issues involved in making peace, friendship, and trust among nations.

Building a Political Action Agenda for TSA

The Association has also been actively involved in the interpretation of USD program standards to the Ministry of Education in Taiwan. Because educational standards and practices between the two cultures have frequently been different, the TSA President has been placed in a position of gathering peer ideas about how best to relate to complex government offices in Taiwan. There were moments when it appeared that

Taiwan's education politics could not be meshed with those of USD, and there was some threat that some doctoral degrees might not be sufficiently appreciated in Taipei.

The TSA has been a stimulating environment to examine leadership styles and to consider how East and West assume that leadership can be developed. Co-writer Yang was 26 in 2001 when he was the president of TSA. For an Asian at this relatively young age to facilitate social matters for peers of more advanced age was one thing. However, as a younger Asian, Yang was faced to lead in matters of more demanding political weight. Questions of Taiwanese governmental understanding of doctoral degrees earned in less time in the U. S. than would ordinarily take in Taiwan required extensive consultation and strategic planning for clear communication across cultures and languages.

Yang and other TSA officers were involved in intense communication and translation about Taiwanese inquiries on curricula and standards. The TSA members of about 80 students were called upon to assist USD Educational Administration Division leaders to communicate with the Ministry of Education in Taiwan to better understand differing accreditation or program standards for doctoral programs in both the U.S. and Taiwan. The tension was very challenging, but the effect on group cohesiveness of USD East and West cultural representatives was very positive.

A Test of Leadership Styles

Leadership challenges and gaps occurred when Asian social stratum, societal ethics, organizational ethics, and decision-making processes were challenged to communicate across Mandarin and English languages in South Dakota. In Asian most

leadership power has come from factors of seniority and social class; but in the United States leadership may come from experience, personal ability, or position. Matters of tradition and protocol were very different between the urban Taiwanese and the rural South Dakotans.

The biggest challenge for a young Asian graduate student leader, even with significant military leadership training, was to lead the TSA organization with peer support, changing facts, and some misunderstanding in bureaucratic offices. In 2001 it took patience, courage, honesty, and perseverance to build the organizational climate necessary for sustaining the East/West connection at USD and to avoid organizational internal conflict and organizational disorder.

This serious responsibility has provided very demanding challenges for TSA presidents and the role has become an intense "internship" in complex organization leadership. Young leaders who may have been elected to be friendly social managers have been impressed into demanding work of diplomacy to influence curriculum development, explanation of USD program standards, and maintenance of the reputation of USD for excellence in graduate programs.

Honesty, Perseverance, and Communication

The TSA Taiwanese students and their American advisors have had the challenge of external political stress. Both Americans and their Taiwanese students have brought their ideas of leadership together. The climate of TSA during this year was often tense and stressed as communication across nations ensued. The need for USD faculty and students to be kept informed clearly about program issues of personal importance

reminded all participants of the importance of clarity of vision and quality of trust to keep organization cohesiveness and productivity.

The outcome has been the further development of cohesiveness at USD and renewal of belief that honesty and clarity of communication in goals and practices are necessary to sustain progress. The demand for openness in communication and policy has required the building of a "glass house." This has not always been easy for everyone accustomed to less open environments.

It seems that a Taiwanese tiger can crouch in a South Dakota corn field and there were many hidden dragons that could assure safety and progress. The TSA students have studied higher educational administrative theory. The TSA political agenda has provided opportunity to participate in a "live" international experience. Leaders have communicated successfully about different standards and interpretations of quality. Bridges between Vermillion and Taipei have been built and reinforced.

> "It is one of the most beautiful compensations of this life that no man can sincerely try to help another without helping himself."
>
> Ralph Waldo Emerson

TSA Award for Organizational Excellence

In 2001, the Taiwanese Student Association received the South Dakota Board of Regents award for Academic Excellence, the highest student organizational honor in the University System. The award was in honor of TSA members and the officers at that

time, including Ophelia Lih-Jian Hsu, Carol Ching-Mei Hsiao, Nick Chao-Min Lin, Joanne Hui-Tzu Wang, and Jacklin Ching-Hsiu Lin. This TSA organizational learning, however, has been matched in many ways by the development of close relationships and mentoring among faculty and students as program courses and dissertation projects have been delivered.

Value Differences Predictions in a Program Course

In a Politics in Education course taught in 2001 by Bright, and with Fei as one of the class that was half Taiwanese and half American, both groups were asked to rate and rank Jones and Pfeiffer's Traditional American Values Worksheet (Jones and Pfeiffer, 1991). In many classes the students forget about cultural differences. But in this class activity the students were asked to sit in cultural separateness and to guess what the other culture (US or Taiwan) would have as strongest values.

It was most interesting to find that neither group could be precise about the others' top five values. Americans assumed that the Taiwanese would list *working hard, winning, honoring family, being loyal to country, and helping others.* What the Taiwanese group actually listed as its top five preferred values were *being honest, working hard, becoming educated, being tolerant, and being free.*

Conversely, the Taiwanese group predicted that Americans would value *getting ahead, winning, pursuing happiness, finding a better way, and building things.* The Americans actually listed *being honest, being educated, being productive, being tolerant,*

and being loyal to their country. The small sample of about twenty students was in the Politics of Education course of Bright in the spring of 2001.

The items that both of these groups listed among their own top five preferred values overlapped. The items included ***being honest, becoming educated, and being tolerant.*** This activity produced considerable discussion among students, even after the course ended. The question of what students and faculty from the East and West were teaching each other and what they "really" would like to know about the best ideas in their cultures have been perennial at USD. There has been much to share and learn within the safety and friendship of increasingly close relationships.

Building Lasting Social Friendships

In the experiences of the writers with graduate education in much larger institutions than USD, there has often been a limit in learning climates that might allow intellectual knowledge to extend into social, political, or religious knowledge. In the USD program in a small town and in a relatively smaller research university, there are many planned and spontaneous social contacts between faculty and students. As a cowriter of this paper, Bright has had many opportunities for both Taiwanese and American students to socialize on weekends at his horse farm.

Horseback riding and driving, even in English gear, is relatively uncommon as an activity in Taiwan, and American faculty and students have enjoyed sharing this "old-West" activity, cowboy or English saddle, with the Taiwanese students. Barbecues, hay rides, ball games, sledding, and Chinese New Year parties are but a few of the social

activities that make the learning climate enriched for higher education doctoral students at the University of South Dakota.

> "We are all adult learners. Most of us have learned a good deal more out of school than in it. We have learned from our families, our work, our friends. We have learned from problems resolved and tasks achieved but also from mistakes confronted and illusions unmasked. . . . Some of what we have learned is trivial: some has changed our lives forever."
> Laurent A. Daloz

Mutual Mentoring among Faculty and Students

A desire to learn about each others' cultures and to share friendship has been a basic aspect to the continual recruitment of Taiwanese students by Taiwanese students. This friendly environment has also been instrumental in building the quality mentoring relationships that are essential to making the individual relationships of faculty advisor to dissertation student successful. Being a peer adult among equals has always been basic to motivating people to share, to make goals, and to trust (Chickering and Gamson, 1987).

Chickering and Gamson's principles have been strongly in the mind of USD students and faculty as they have planned and delivered the higher education program. Students have had optimum contact and engagement as individuals and in small groups. Cooperation among US and Taiwanese students with the faculty has characterized program and climate development. Planned and spontaneous feedback has been readily

exchanged, and even though all has not been perfect and there may have been a few moments of difficult competition or miscommunication, the general reciprocity of feedback has been a feature of the building of the program (Chickering and Gamson, 1987).

In a small town in a Midwestern corn field, there is little else to do but to be on task, focused, and to socialize. TheVermillion limited environment has its advantages, particularly if students and faculty can "escape" occasionally to Omaha or Minneapolis which are under 260 miles away. A focus of the USD "experiment" in globalism has been in setting and reaching high expections, an important part of Chickering and Gamson's principles. And, the USD doctoral program has thrived on the diverse talents and ways of learning of the faculty and students. Faculty have often felt the warmth of knowing that as they mentor, the students also mentor them (Chickering and Gamson, 1987).

> "To mean something to somebody is one of the greatest satisfactions in life."
>
> Validivar

The Professor in the First Person–Renewing Bright's Respect for Teaching

As a tenured, senior full professor, I have had a stimulating career that has included extensive international travel and lecturing about education and human services. I have been aware for many years of the differing cultural attitudes toward education across the world. As I led study tours in Taiwan, China, and Thailand, I observed that the

field of education usually is considered in Asia as much more important and valuable than it is in the U.S.

Let me confess that I have a counseling background, and I suppose that you would assume that I would be into relationships, feelings, and life issues--guilty as charged, but I also think of myself first and foremost as a teacher. I believe that teachers at their best are real, genuine, human beings learning to live. My experience as an educator includes twenty-two years serving as a dean of education in Illinois, Minnesota, and South Dakota. I have a double major in my doctoral studies, including both educational administration and counseling.

My supporting areas included Oriental literature and the sociology of complex organizations. Yes, I have had a long-term affection for the age-old wisdom of Asia. But, I have also visited the Orient many times, and I am not without the perspective to be a critic, as well as an advocate, of Asian culture. I love teaching because it makes me keep learning through sharing my life and knowledge with students who are forever new and stimulating. I hope to be curious, child-like, and enthusiastic to the end of my life. As I made a transition from decades of service as a dean to the last two years of returning to teaching, the Taiwanese students who have been my doctoral students have enriched my life.

What the Taiwanese student "crouching tigers in the South Dakota corn field" have taught me in the past few years begins with an ever-present respect and enthusiasm for education and for teachers. As a senior professor with many years of administrative experience, my Taiwanese doctoral students have rekindled my joy of learning.

One of the cricital factors in being in a truly mutual mentoring relationship that is part of excellence in teaching is having the time to share with others. A superior doctoral program provides this time and a small enough number of relationships that can be sustained. Taiwanese students with the social and financial resources to support U.S. graduate study come from very responsible educational service positions.

The students have much to share in their experiences with education and from their respect for teachers. I have been renewed through their unconditional expectation that as a senior professor, a person with many years of educational administration experience, and as a friendly human being I see the respect for me as a member of teachers of the world. The experience to learn and teach with Taiwanese students has been renewing, revitalizing, and very rewarding. The students have reminded me about the importance of both sharing openly and holding some judgments or criticisms in reserve.

It is very good for U.S. educators to see the hope, interest, and quality of belief that other cultural groups can bring to the classroom. My American students have also noticed this enthusiasm and sincerity. Everyone at USD and in the Vermillion community has benefited from being able to learn with our Asian family.

"To the world you may be one person, but to one person you may be the world."

Unknown Author

The Doctoral Student in First Person--Learning Surprises for an Taipei Fencer

What could I as a traditional, conservative Asian young man from the large urban city of Taipei learn from a corn field in South Dakota? Yes, I am 27, educated in Taipei and experienced as a Navy officer as part of my life education. And, I have been called a saxophone playing fencing champion. What I experienced when I decided to give USD a try was that I got much more than what I bargained for.

My advisor, Dr. Bright, who was assigned coincidentally before I knew him, turns out to be a "many faceted" person. While he is a distinguished professor and experienced university administrator, he is a pianist, poet, motor cyclist, and proficient horsemen on the weekends. He was willing to really get acquainted with us as Taiwanese students and to invite us to barbecues at his American Saddlebred horse farm. While these show horses are traditionally shown in English gear, I have ridden them in both English and western saddles. Can a Taipei young man become a cowboy?

You can believe it. I learned about stirrups, saddles, bridles, girths, and gaits. I found that I could recover my dignity after biting the dust even when I fell off since my enthusiasm for the gallop got ahead of my seat and feet. I have learned to do pretty well on the South Dakota park trails. Several of the TSA students have become proficient horsemen on the weekends. We all look pretty good in cowboy hats or riding helmets. Several of us now describe ourselves as Chinese cowboys or ranch wranglers!

After two years studying in the "corn field," I learned more about Americans, rural farms and society, and new friendships than I ever expected. But, I also got the opportunity to really "try on" educational theory and research findings. When the relationship with the professors is rich, the motivation to learn is enriched. I have learned

more about life, myself, and my capability to embrace a hopeful vision of the world than I ever imagined I would in U.S. doctoral studies.

I have gained mentoring relationships, leadership skills, and advice about living. I have had the rich experience at USD of enjoying mentoring relationships with many faculty and with many of my peers. With a cohort of Taiwanese peers and a most open reception from American Midwesterners in my classes, I have been able to watch, to hear and to share as we have been in a learning community.

The learning context is one of thoughtful observation, active and stimulating dialogue, faculty and student mutual encouragement for analysis of the yin and yang, and a genuine search for better ways to build the emerging global society. Even the philosophy of the USD education is on reflective decision-making in which the balancing counterpoints of educational issues are considered.

I have learned that not only my culture can respect parents and aging people. My advisor's mother is in her eighties and the TSA students consider her as grandma. Who would have believed that doctoral study in a corn field would have involved horse back riding, heavy motorcycle cruising, and learning to care for a farm? When we studied core leadership values in our classes, it was very rewarding to find that both Asians and Americans highly value love and friendship, honesty, tolerance, and a quality education. Asians are not the only society that respects seniority, family, and reserve for making negative judgments.

"When a man's knowledge is sufficient to attain, and his virtue is not sufficient to enable him to hold, whatever he may have gained, he will lose again."

Confucious, The Confucian Analects

The Challenges of Living in a Glass House with Student-Centered Learning

In Asia and the U.S. the teaching method can frequently be found, especially at the university level, to be teacher-centered. The wise sage on the stage holds forth to the docile and passive student who busily takes notes. The contrasting model is the student-centered model. For teachers to facilitate the learning of students and to engage in cooperative goal setting or exchange of experiences is not so common in education across the world as is teacher-centered learning.

When students of different cultures come together to study in the same class, it is demanding for a teacher to individualize instruction. Methods of teaching such as used in cooperative learning, experiential learning, and cross-cultural learning can stimulate students into active rather than passive learners. Students who are engaged in setting goals and in applying instructional content to their own experiences will be more likely to be expressive and involved in dialogue with the teacher and peers.

The study of textbook content can be enhanced if students are to explore different practical applications in life experiences. Administrative and management theories from different cultures provide students with current issues to consider in decision making., Graduate students who have the luxury of interacting with peers and faculty respectful of

diversity and alternative decision making processes will likely want to participate in classes.

At USD the learning environment in small doctoral seminar classes of 10-15 students stimulates students to become engaged. For many Taiwanese students this kind of environment is at first frightening and unusual, particularly if their teachers in the past have been teacher-centered. To study core concepts and theories of higher education teaching and administration first, and then to compare Western and Eastern perspectives has made the USD learning environment highly interactive. The result is an emphasis on higher level learning and the synthesis of ideas and cultures.

This is a unique learning environment model for both Western and Eastern students. Key elements for success encourage Asian student to join in discussions, and American faculty and students frequently remind Asians that language barriers can be overcome. Patience in communication rates can pay off in significance of content exchanged. At USD students in higher education are encouraged by faculty to express their opinions, and participate making strong learning communities.

Suzuki (1983) indicated that the stereotype of Asian students has been that they are quiet, docile, and hard working, good at following directions, but limited in their creativity. Bright and other USD faculty have found this stereotype to be lame and unfortunate. The Taiwanese students at USD have become communicative, interactive, enthusiastic, and creative. The teaching and learning method at promotes a respect for multiculturalism and alternative learning styles. Some students are more comfortable in listening and some in speaking, but all seem to learn to be expressive in their own way.

The one-to-one relationship required of dissertation development, and the choice of many U.S. educators to present doctoral level courses as a reciprocal mentoring opportunity, requires faculty who choose to use their selves as instruments in the manner that Sidney Jourard spoke of decades ago (1968). This capability to respond and to share with genuiness and sincerity is basic to the mentoring approach for crouching tigers in the USD corn field.

Many Taiwanese selected USD to study not only because USD has provided all kinds of necessary support and assistance for all international students, but also because USD has unique intercultural, diverse, and mentoring learning environments for its higher education students. These learning resources and the quality of education were the key factors to attract Taiwanese students and to establish a global learning community in the corn field.

Chaney and Martin (2000) pointed out, "Culture is learned through perception." These perceptions include various purviews--the society and the community in which we are born and live, the religion and faith in which we believe, and the language that we speak. It has been a wonderful learning experience in life-long learning in the South Dakota corn field.

Learning at USD occurs everywhere and at all times; it could be playing the saxophone in the nursing home with my advisor or it could be winning the four states fencing championship knowing that TSA peers and the USD faculty were waiting for the results. Learning has no limitations in the USD corn field; learning has not been limited by age, gender, race, religion, or social class. Learning is two-way between faculty and students. Learning can occur everywhere with different subjects and contexts.

Highest Level Learning through Engagement and Sharing

Young (1996) mentioned, "Each culture has its own set of concepts and rules which its members possess, even if implicitly." Bennett (1995) mentioned that students of different cultural backgrounds have different ways to learn. The differences could be in self-expression, communication styles, and cognitive styles. Students need to feel and to experience real culture diversity to learn and to compare differences; this is an important learning process for adults. As Chaney and Martin (2000) indicated, "No two individuals will view the external world the same because no two individuals will receive exactly the same stimuli."

To build a diverse global learning environment requires institutions and educators to devote to promoting varieties of learning programs and curricula. Wan (2001) indicated that "educators can assist their students by trying to understand their home cultures, different learning styles, frustrations in adjusting to school life and in overcoming cultural shocks." Learning at a diverse and varied environment will be the key to future successful global learning society.

Summary

Particularly at the doctoral level among people of different cultures, students and faculty will have the highest quality of higher level learning and teaching in a mentoring relationship. To study, understand, and contribute to exchanges about really important, meaningful, challenging, and difficult issues in a complex information society, it is essential that learners and teachers be in an open and trusting relationship. The search for truth is best in a "glass house" with few secrets. Being honest, forthright, and trustworthy

requires educators to share life experiences in the classroom, as well as in relationships with students in social settings. A teacher who reserves ideas and emotions, and who privately feels superior to students, does not engender trust and contribute to a climate for mutual adult learning.

At the University of South Dakota, the Higher Education Program, with its Taiwanese and Eurocentric American students, has created a learning context focused on mentoring and search for concepts and relationships to contribute to the development of a better global village. A new higher education curriculum, new faculty, senior faculty, and both American and Taiwanese students have cooperated since 1994 to bring adult education concepts into existence.

This environment has caught the attention of politicians and governments. The challenge for the little learning community is to sustain the model in the face of those more familiar and less positive to empowering people to learn across cultures. In higher education at USD the tiger has been accepted in the Midwest corn field and the dragon has provided wisdom to the cowboy. The cowboy and the corn field have become a part of the Asian perception of the link between the rural and urban communities of the world.

"Be the change you wish to see in the world."

Gandhi

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